

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XL

ST. LOUIS, FEBRUARY, 1878

No. 2.

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ST. LOUIS, FEBRUARY, 1878.

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WHY THE STATE MUST EDUCATE.

—The school-houses and churches are a type of our civilization. It is the duty of the State to provide means of education. The State punishes crime; why should it not be its duty to prevent crime? The State passes laws, and it must educate the people that they may read and understand those laws. The State requires intelligence,—it must diffuse intelligence. In very self-defence the State must educate the people.

KNOWLEDGE will ever rule ignorance, says Addison, and the people, if they mean to rule, should see to it

that the avenues of knowledge are fully open.

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This matter is in your own hands. Why not take advantage of it.

THE Educational Excursion to Europe, advertised in our columns, for next summer, promises to be an occasion of more than ordinary interest. The list is being rapidly filled up, and includes the names of several well-known clergymen, and others prominent in the literary and musical world. The prospectus may be obtained by addressing Dr. Tourjee, Music Hall, Boston.

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At the customary Presidential Reception on New Year's Day in Washington, no wines or other liquors were offered to the guests. The same prudent example was followed by many of the members of the Cabinet, Judges of the Supreme Court, and other leading personages in Washington society.

THE service of women on the Boston School Board is stated to have been thoroughly excellent and efficient. They have been entrusted with varied and important duties, from which they did not shrink, and their performance of these duties showed tact and wisdom.

COLUMBIA honored itself in honoring one of its best and foremost citizens, when leaving for his new field of labor.

Col. Switzler, who has so long and so ably conducted the *Missouri Statesman*, takes the position of editor of a daily paper in St. Joseph. St. Joseph is to be congratulated in securing so valuable an accession to its citizenship and to its editorial corps.

We wish Col. Switzler had turned his ability and experience in the direction of St. Louis, rather than St. Joseph—but the Colonel is all right wherever he is.

We hope the next meeting of the National Educational Association will be held in Philadelphia.

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HISTORY AS A STUDY.

A RECENT criticism on the life of a great reformer, just published, calls attention to the fact that much time is wasted in this country by trying experiments which have been already tried and found futile in other countries. The critic goes on to remark that this arises in great part from the ignorance of our people of the fact that such experiments have been tried, and points his tale with the moral that more time and attention should be given to the study of history than has hitherto been the custom in our schools.

For teachers to be told that more time is needed for this and for that study is no new thing. In fact, we believe that they are the only people in the world who, as a class, are perfectly sure that the earth revolves on its axis in twenty-four hours, that these twenty-four hours are of equal length, and that we have no power to increase their number or to stretch them.

Ground between the upper and the nether millstones of the demand for more subjects with more time for each, and the dread of the parents lest too much work should be demanded, they go doggedly on in dim hopes perhaps of some Joshua who shall come to their assistance, crying out, "Sun, stand thou still upon Gideon, and thou moon, in the valley of Ajalon."

Till that time of deliverance, however, the question remains, what are they to do with the suggestion of our critic?

It is undoubtedly true that as a nation we give less attention to history than any other country. Girls and boys educated in Europe will be almost certainly found to possess a better knowledge of history than those who graduate from our schools.

But we must not forget that in Europe we are on historical ground, that every place has its annals, and that picture galleries stimulate and make the whole subject comparatively easy.

Here, on the contrary, we have no history. Our towns and cities are bare of historical pictures and statues, and the broad Atlantic and different conditions of government cut us off from all direct interest. So much may be said in excuse of our seeming neglect of history as a study.

But with regard to our way of teaching it, much fault might with justice be found. Just because we are without the above-mentioned helps and incitements, ought our teachers to re-clothe the dry bones of ancient, mediæval and modern history with the flesh which belongs to real and actual life?

It is not so much more time given to history that we need, as better and more vivid ways of teaching it. A teacher devoid of imagination can no more teach history to a class of imaginative American children, than he can write a dramatic poem, and a teacher who has not, from wide reading and real thinking, a far broader

comprehension of causes and results than any text book which ought to be put into the hands of his pupils, might as well confine his work to mathematics as to attempt to leave any lasting impressions of historical facts on the minds of his pupils.

These remarks are unfinished, but they may prove suggestive.

ORGANISM.

IF we advance the proposition that schools should be well organized, we shall not be likely to meet with much opposition. Yet if we examine the different ideas attached by different minds to the word "organized" with reference to a school, we shall find that they are not as clear as might be desired.

What then is an organized being in distinction from one that is inorganic? It is composed, in the first place, of parts, not pieces. Each forming a part of the whole, and all under one common head, which controls and directs the whole for its own supreme and conscious purposes, and therefore for the good of each part. The whole, though made up of parts, is a unity. It exists only by means of the parts, just as they have their existence only in it. Separate from each other, they lose their life, and the whole is inconceivable without them. The dropping out of any one destroys the whole as effectually as a chain is broken if one link is gone, and the disarrangement of one throws all the rest into confusion.

These characteristics, as far as we know, are not the characteristics of minerals or of anything which we call dead matter. A stone is still a stone, if a large piece be broken off. The plant and the animal are organic beings, for all that we have said above is characteristic of them.

With these thoughts in mind it is evident that something more is necessary for a thoroughly organized school than a large building of many rooms, each filled with children of about the same age, and presided over by teachers of different grades, the highest grade being a master or head master. We may have all these and yet the school be only an aggregated mass, or in more vivid phrase, a "fortuitous concurrence of atoms."

In order that a school shall deserve the title of "organized," each teacher must be in direct and vital communication with every other. She must know the condition of the room from which she is to receive her pupils, and that of the room into which she is to send them. Besides this, she must know the condition of every pupil in her own room, as an individual, and of each division in it as a division, and there must be a cordial relation subsisting between herself and her pupils as well as between herself and the other assistants.

Above all the assistants, yet with perfect understanding and comprehension of them all, there is farther necessary a man or a woman wise enough to grasp all the conditions,

from greatest unto least, and strong enough to control them, while at the same time leaving them in a state of freedom.

There should be nothing transpiring in any room of which this principal does not take cognizance, no kind of work going on in any division which is not known by that central authority, and which does not find its ideal prototype in that guiding mind. From that, all authority should emanate, so that the many teachers shall be but as so many fingers executing the mandates of the controlling brain. Yet here the analogy will not hold, for each teacher and indeed each pupil must be a self-conscious and a free agent, while at the same time each shall express the guiding will.

To give play for free individuality while co-ordinating all the various workers into one unity—this is the problem of the principal of a school. It is a problem worthy of the greatest minds. Our principals are more likely in this country to succeed in the former than they are to accomplish the latter. But unless both are done, no school can be called organized.

ANNA C. BRACKETT.

HOW TO DISCIPLINE.

THE progress of schools in this country is measured at every step by the progress in thorough organization and the establishment of a system of minute supervision. The principle of division of labor is advantageously used. A good supervisor relieves the subordinate teacher of the feeling of responsibility to such an extent that she is able to devote her time more fully to details, and by well-directed assistance and advice, to strengthen a weak teacher, in a short time, so as to secure good work. They have exhibited great skill in the application of their strength. They had wasted formerly, what power they possessed in trying to accomplish results by wrong methods. They may have, for example, stood before their pupils and ordered silence, addressing their command to the whole school, and thus paralyzing their own effort. They had undertaken to check gross disorder by wholesale punishment or by scolding the entire school. Their strength not being equal to the task of forcing all the pupils in a mass, they had lost confidence in themselves and settled into a kind of apathy, broken only by spasmodic attempts to secure discipline. The supervisor's first lesson to them was the requirement that they should notice *little things*, and small beginnings; become attentive to minute formalities. Discipline is made up of these minute formalities, and when the teacher has learned how to repress her inclination to scold or punish indiscriminately, and has acquired the habit of noting the manner of performing the smallest formalities, she is on the way toward success.

Remember that no teacher is strong enough to force a whole school at once—to control it at arm's length.

But no teacher is so weak that she cannot have good discipline by insisting upon the performance of the minute formalities. A wise teacher will conquer the chaos of arbitrariness and caprice by introducing order in little things, continually formulating what is accidental and irrational into the universal and reasonable.

The teacher who is strong enough to secure the performance of one of these small formalities, can secure everything by persistence.

ITS WORK.

THE work of Normal School education is one of the elements of national life. If at any time social or political phenomena arise which challenge the apprehensions of the public, the schools, as one of the educational features of the nation, must contribute their share toward reform.

The hearts of the young are more easily moulded: regeneration must begin there.

Normal Schools are valuable as far as they subserve the general interest of education. A system of schools is the more successful the more it succeeds in committing the care of the young to well-trained, practical and thinking teachers. Normal Schools are maintained to secure this end.

A Normal School must train practical ability and strength, and the methods of imparting such knowledge as will further and promote the best interests of the community. And, above all, it must rouse in its pupils the enthusiasm which sees in the vocation of the teacher the highest life-work. The teacher must not ignore the fact that there are other important factors in the educational work.

On the stage of education, the walls of the school-room are neither the first nor the last nor the principal pieces of scenery. Nor is the teacher the hero. The day of school-life fills out but one act. Family life, State society and nature educate, and they are more than the teacher's peer in this process. With all modesty, the teacher can confess that the great intellectual progress of the age is not the work of the teacher alone—she can decline to be responsible for all the defects in the education of our time. Although recognizing that the school-work is but a part of the great process of education, the teacher must feel that it is an important factor.

The pupils of a Normal School must bring to their task the enthusiasm that is deeply impressed with the high character of their vocation; they must know that a great trust is to be committed to their hands. A teacher that cherishes this conviction will not think little of her work—she will feel that her hands help in a humble way to shape the destiny of a nation, and she will impart higher and nobler thoughts to the minds of the young.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION.

WHAT IT COSTS.

HERE are a few facts for our taxpayers:

The money to pay the expenses of the machinery of our courts and jails, to support paupers and punish criminals, must be furnished by the taxpayers.

We are informed by the late Warden of the Penitentiary of Missouri, that the average cost of arresting, convicting, sentencing and delivering a convict at the Penitentiary is \$1200.

What then?

Here are a few more facts as to the additional cost of keeping convicts—after the cost of arresting, convicting, sentencing and delivering.

We clip the following statement of the financial condition of the Sing Sing Prison, New York:

The Sing Sing Prison, the largest in the State and the country, showed a deficit for the year ending October 1, 1876, of \$258,337 for 1621 convicts, or an average net cost of about \$160 per convict. The Auburn Prison with 1379 convicts, showed a deficit of \$116,500, or an average cost of \$84 per convict; while the Clinton prison at Dannemora, with an average of 401 convicts, showed a deficit of \$230,204, or nearly \$400 for each convict of the average number. The total deficit for the three prisons was \$605,041 for 3001 convicts, or an average cost of \$165 for each convict,—that is, more than \$3 a week. This was the net cost, after deducting the earnings of their labor.

This is what society or the taxpayers expend for a criminal.

You can educate a person very much cheaper than this.

With the start given by the schools, a person can go on and not only provide for himself, but he can and does produce more than he consumes, and so enriches the State.

Differences in Time and Longitude.

A VERY queer dispute has arisen between two gentlemen (teachers) in Palmer, Illinois, Mr. E. Charleson and Mr. G. W. Shake, and we have been appealed to to decide between them.

The position of referee is one which we are always willing to take on all such matters.

The dispute before us arose from the use of different methods of solving this problem: "When it is 7 h. 30 m., p. m., at St. Petersburg, it is 7 h. 32 m. 36 s., a. m., at New Orleans. What is the difference in longitude?"

Now both parties reach the same result, which is correct, namely:—the difference in longitude is 119 degrees and 21 minutes,—and upon that point all are agreed. They are not agreed however in regard to the difference in time between the two places. Mr. Shake computes from 4:30 p. m., back to 8:32:36 a. m., and finds the difference in time to be 7 hours, 57 minutes, 24 seconds.

Mr. Charleson, on the contrary, computes from 4:30 p. m., forward to

8:32:36 a. m., and finds the difference to be 16 hours, 2 minutes and 36 sec., which he claims "is the difference in time between St. Petersburg and New Orleans, while from New Orleans to St. Petersburg the time is 7 h. 57 m. 24 sec."!!

Such being the case, we decide that, so far as there is any difference between the methods, Mr. Shake is right and Mr. Charleson is wrong. It takes the sun (so to speak) just 7 hours, 57 min. and 24 sec. to pass from the meridian of St. Petersburg to the meridian of New Orleans, and this interval of time measures the difference in longitude directly. On the other hand, it takes the sun 16 h. 2 min. 36 sec. to pass from the meridian of New Orleans to that of St. Petersburg; which difference in time corresponds to a difference in longitude of 240 degrees, 39 minutes. Had Mr. Charleson adopted this result as the difference of longitude, instead of subtracting it from 360 degrees, he would have been at least consistent.

There is a certain difficulty in problems of this sort which teachers ought to be prepared to meet. For instance, pupils are told that the sun rises in New York about an hour before it does in St. Louis, and that when it is 6 o'clock in New York it is only about 5 o'clock in St. Louis. A child of 10 or 12 years is quite likely, at first thought, to regard these two statements as contradictory. From the first he sees that the day in New York is previous to, or earlier than, the day in St. Louis, and yet as five o'clock is earlier than six, it seems to be earlier in St. Louis after all. That is the way it generally presents itself to the mind of a child, and we fear that teachers do not always take the trouble to hunt up the root of the evil. The difficulty arises from different uses of the word *earlier*. Five o'clock is undoubtedly *earlier* than six o'clock at the same locality, and of course it cannot be five o'clock and six o'clock at the same instant.

But when we consider *different places*, as for instance New York city and St. Louis, the case is different. At the very same instant that the St. Louis clocks show five o'clock, the New York clocks show five minutes past six, so that one is really no "earlier" than the other. The New York clocks however show that the day has made *greater progress* there than in St. Louis. So in the example discussed above: The St. Petersburg clocks show that the day has advanced 7 hours, 57 min., 24 sec. more than it has in New Orleans.

The solution of such problems is best reached by answering this question:

In how many hours will the clock at the western station show the hour now shown on the clock at the eastern station?

If we suppose the two stations to be connected by the shortest line that can be drawn between them on the earth's surface, it will be clear which is the eastern and which the western station. This method we think is a

little better than even Mr. Shake's.

At the risk of appearing to make a very long story out of a small matter, we will add that we strongly suspect that Mr. Charleson was led to believe that his method *must* be right because it yielded the answer sought; and therein he is like many others, both teachers and scholars, whom we have met. No matter how circuitous and illogical the multiplying and dividing may be, if they give the correct answer, the method *must* be right.

We cannot condemn such a conclusion too emphatically. Each step in a complicated operation should furnish its own justification, and directness and clearness in the analytical steps of a solution, should always be held of greater importance than mere numerical accuracy in the result, however valuable that may be.

ERRORS—REMEDIES.

PRESIDENT HOLLEY, of Transylvania University, lately sketched thirteen errors in education, and then gave remedies.

ERRORS.—Too many pupils for single teachers to properly instruct; too great distance between teacher and taught; inadequate attention to the morals and manners of the pupils; lack of interest to engage intense attention on their part; want of situations and circumstances to call out their observation, meet and remove prejudices; inconvenience of carrying out an education on one spot, lack of practical acquaintance with living languages; errors imbibed as to politics, religion, and morals; extravagance of natural pride and republicanism; of localities; misconception of other peoples and religions; unacquaintance with human nature, and too high estimate of the dead languages to the neglect of the other branches.

REMEDIES.—Number of students regulated according to the number and ability of teachers; the whole to be organized as an associated family; to attend to physical culture, manners, society, modern languages, Greek and Latin, mathematics, history, geography, the fine arts, and mechanic arts; excursions when practicable, to places where science, literature, and general culture may be fostered.

"NOTHING connected with the subject of education has higher claims on the teacher's attention than has *school management*," says an intelligent correspondent of one of our educational journals.

We commend to his attention, and the attention of all teachers, the very able series of practical articles published in this journal by President J. Baldwin of the Kirksville Normal School. M.

Order is Heaven's first law, and it should be the aim of every teacher to make it the first law of their school. No teacher can be successful without good order, strict discipline, and a uniform method.

A DAILY RECORD.

For promoting good conduct and studious habits, a daily record of merit and demerit marks should be kept, summed up and sent to the parents at the end of each session. A teacher to be successful must take a lively interest in the advancement and welfare of her pupils. Such a one, by judicious praise, may stimulate almost any child to every necessary exertion.

If, when they have done well, you give them a kind word or an approving smile, they will be much more apt to continue their efforts to improve, than if their attempts meet only with a cold, careless glance, which chills and discourages them. Children are sensitive, quick to see and feel, and generally far better judges of human nature than they get the credit of being.

Few young children will study from the pure love of acquiring knowledge; they must have some incentive to urge them on to the attainment of an object; therefore the judicious teacher should strive to arouse their ambition and excite a spirit of emulation among them, by freely according them praise and reward when they have merited either.

Physical and intellectual education should go hand in hand. As the brain, like the hand, grows larger by much use, so efforts should be made to increase the physical development in proportion to the mental growth. We cannot expect to find a healthy, well-balanced mind, in a frail, sickly body. The sympathy between mind and matter is too great for that to be the case.

The teacher may do much toward laying a good physical foundation upon which to rear the intellectual structure, by a due attention to the ventilation of the school room, by correcting faulty habits and unbecoming attitudes of position among the pupils during the hours of study, and by requiring them to stand and sit erect, with the chest thrown out and frequently inflated, and by giving them frequent lectures upon physiology and hygiene.

OUR friends say they find it an easy matter to secure clubs of five or more to this journal. A large number have already sent in five or more names with the money.

Cannot you send in such a club?

Use what talent you possess. The woods would be very silent if no bird sang there but those which can sing best.

One fact in a day. How small is one fact! Only one. Ten years pass by. Three thousand six hundred and fifty facts are not a small thing.

It will repay the cost many times over to circulate a few copies of this journal among the patrons of your school for a year.

SOUTHEAST MO. — BAD PRACTICES.

As already stated, the people did not attend the annual meetings as they would have done had it been clear that they would certainly suffer for the neglect. Hence it easily and naturally happened that those whom the law presumes represent the interests of the communities in which they reside, should not represent those interests. The people were indifferent to the character of the men elected as directors, and indifferent to, or not watchful over their work, and, of course, their duties were neglected—their proper work not done.

Some of the directors have not yet made the discovery that it is any part of their duty to inquire into an applicant's fitness to teach. True, the law provides that they shall; but, as a rule, they do not study the law—(some of them cannot read it). They busy themselves only to find the "cheapest man"; and if they succeed in purchasing one for about as much as a farm-hand, whose lodging and food are both furnished, would cost, —and that too, without providing for "boarding round"—if they shall succeed in "hiring one for a little less" than any of their predecessors paid—they boast of this excellent feat of financiering, and urge it as a claim on the community for their reelection. It would be extremely gratifying to be able to write under this picture, "A fancy sketch." Dear reader, I cannot do it. I give you my word I write sober truth and narrate facts, without the least exaggeration.

County Commissioners have been in the habit, frequently, of granting certificates to persons who could not analyze a compound sentence, write a correct expression involving more than a simple and direct statement, perform the simplest operations in compound numbers or percentage, or bound the State in which they were born and reared.

[In a future number of the JOURNAL I will furnish evidence of the ignorance of those who have held certificates, by statements regarding official correspondence, and perhaps the publication of a letter, in all its richness of orthography, grammatical construction and rhetorical finish].

The explanation which the commissioner gives, as a rule, is plausible as a motive for his course only, and not as a justification. There can be no justification of a palpable violation of law; and frequently when we think it expedient and profitable to ignore the law, even temporarily, we are chagrined to discover that our act, or inaction, has effectually forestalled the possibility of accomplishing the object sought, until we entirely retrace our steps and undo what is done.

No charge of willful, or even knowing, violation of law is made against any commissioner. There is absolutely no knowledge upon which such a charge could be truthfully based, nor circumstantial evidence furnishing ground for reasonable suspicion

of such delinquency. Cheerful testimony is here borne to the fact that the county commissioners have, with singular unanimity, manifested not only a willingness but a desire to improve the condition of public education in their respective counties. Yet the law says, "No person shall be granted a certificate to teach in any of the public schools established under the provisions of this act, who is not of good moral character, and qualified to teach"—the specified branches. The law is right; the commissioner is wrong, and a departure from the law will work injury.

It is not claimed that the commissioner must always feel *absolutely certain* that an applicant is thoroughly qualified to teach all the branches named, before granting a certificate. He cannot always know, absolutely; and that it is politic, safe, just and right sometimes to give a teacher "the benefit of a doubt" does not admit of argument. But, on the other hand, if an examination *proves* the applicant's inability to teach the branches named,—"qualified to teach" meaning ability to explain the branches to children, and to make them understand them,—the commissioner has no right to license him. Herein has been the mistake, and much mischief has resulted.

The explanation of the commissioner is, "If I should adhere strictly to the law, many districts in my county would be deprived of teachers entirely." Admitting this, it is no justification. The law is right, I repeat. Better, infinitely better, that a district, or a whole county, have no schools, than to have the children in charge of an ignoramus. A citizen pays his money to have his child taught, and if the child is not taught,—that is if the truth and correct facts are not given it, so that it may appreciate and understand them, or if a falsehood and errors are inculcated, the citizen is *defrauded*. It would be better for him not to waste his money,

But the explanation is a mistake. Qualified teachers can be had. Remove the incompetents and the work is soon done. Continue to grant certificates to such parties, and you postpone indefinitely the day of better things.

Southeast Missouri furnishes me food for these reflections, and occasion for this advice, but they may be adjusted to a nicety and fitted with precision elsewhere, now and then. Let this remark be borne in mind to the conclusion of this article.

R. D. S.

The land is full of unhappy examples of the influence of unwholesome reading. Highly-colored and highly-flavored fiction for young people, crowds aside much that is heartily good and healthful. It behooves parents and guardians and teachers to look well to the reading of their charges. Men do not gather figs of thistles, nor can we expect a well-ordered life to come after a youth familiarized with blood and violence and crime.—[N. Y. Times,

ALABAMA.

"To want, to win and to wear, is the song of the selfish thousands who meet and pass us day by day.

To gain, to give and to gladden, is the life of a blessed few."—[Allie Crawford, in "A Few Thoughts," January 20, 1878.

READING Clubs are being organized very largely, and they are more and more successful in holding on to large numbers of young people, and drawing others away from low pursuits, and from associations that but for them might lead to vice and crime.

CALIFORNIA.

E. S. Carr, Supt. of Pub. Ins., in his report for 1877 gives some interesting facts.

There are in the State 200,000 children between the ages of 5 and 17, of whom 135,000 attended the public schools. Of the 3,167 teachers, 1,184 are males and 1,783 are females. Of the applicants for certificates, 2,565 were rejected. The average monthly wages paid male teachers, \$85; female teachers, \$69. Total income for school purposes, \$3,600,000, or \$18 for each child. Average school terms, 7 1-2 months.

Missouri sustains her schools but five months. For her 725,000 children of school age, she pays but \$3,225,000, or less than \$4 50 each. The average salary paid her 6,000 male teachers is \$38 per month; and to her 4,000 female teachers \$30 per month. Missouri readers, make your own comments. Another decade must make a vastly different showing.

THE CHEROKEE NATION.

Editors Journal:

INASMUCH as the communications from this country in the JOURNAL are few, probably the following statements will be of interest to your numerous readers.

There is much said by the press about the Indians and their lands; but the greater part of this newspaper talk is so wild and incorrect as not be reliable material on which to build, and does not aid the country or its inhabitants.

It is quite time that editors, statesmen and members of Congress knew that the Cherokees are not only enlightened, but that they should be regarded and treated as an industrious, progressive people.

They value education as much as any people on the face of the earth. Their own legislators guard it with wise enactments, and in general count *their schools* as the principal element or factor in their future prosperity and happiness.

They have a system of common schools which, in point of success, stands abreast with the most successful in any of the neighboring States. We do not mean that their advancement is as high as that of older countries, but that their schools are successfully educating the youth of the land.

For educational purposes the nation is divided into three districts, over each of which presides one commissioner, whose duty it is to visit and carefully inspect the schools in his district. The Cherokees believe in school supervision. Schools are taught *ten months* in the year. Does Arkansas or Missouri do better than this? The scholastic year is divided into two five months terms. The fall and winter term always begins on the first Monday in September.

Examinations of teachers are held at the close of each five months term. These examinations are no sham affairs. The aim is to test the applicant's qualifications to teach, and this aim is fully met. These examinations are as brief as their thoroughness will allow them to be.

The corps of teachers employed compare favorably, in every respect, with any we have seen in the States. The majority of teachers are Cherokees. Generally, they are squarely "up with the times," and are progressive.

In addition to their common schools the Cherokees have a male and a female seminary. These schools are well attended, well governed, well taught, and are, of course, doing much good.

There is also an orphan asylum, at which all the Cherokee orphans can be educated and otherwise cared for.

We have now given your readers a brief and imperfect outline of the work and means of education among the Cherokees. We have been intentionally brief. Will write more at length after the meeting of the Board of Education, on the 28th inst., at Tahlequah, the capital of the nation.

Allow us to say, in closing, that we hail the arrival of the JOURNAL with joy, and heartily recommend it to all teachers. Success to it in its vigorous efforts to educate both teachers and people. Respectfully,

E. W. BRODIE,

MITCHELL'S SPRINGS, C. N., Jan. 20, 1878.

ILLINOIS.

Illinois now has 23,000 teachers, and there are 750,000 pupils under their care, and the *Central Christian Advocate* says that, "Among the speeches made at the Illinois State Teachers' Association, none seems to have made a better impression than that of Rev. Dr. A. A. Kendrick, President of Shurtleff College, on 'Public Schools and Public Morals.' Having drawn clearly the distinction between morality and religion in their relation to public affairs, he advocated the need of definitive teaching of what may be properly called Christian morals in the public schools. This interferes with no man's religious opinions. This teaching should be an exposition and enforcement of the duties that men owe to each other and the State in their highest civil relations. The great underlying principle of morality fundamental to our civilization, and especially the ground-work of a Republican form of government, should be carefully

taught in the public schools. The education of the moral nature should not be left to chance. He said:

"The public school system is the method by which the State raises up for itself—for its own maintenance and purity—a citizenship endowed with those civic virtues which we seek to associate with the very name of American, and qualified for the exercise of that high prerogative of self-government of which we are among the foremost representatives. The youth who gather in our schools, of whatever parentage and condition of life, are the recipients of the bounty of the State in consideration of the fact that in a little season the destinies of the nation will be in their keeping; and the public school is, today, a better bulwark of defense for the nation than West Point or Annapolis; for in time of war it furnishes bayonets that think—in times of peace ballots that are intelligent and virtuous—and it is in this, its high and noble end, that its existence finds its supreme justification."

The Illinois State Teachers' Association has again indorsed "with emphasis and without equivocation, the co-educational system of schools, primary, secondary, and university, now in successful operation in the State, believing that the true interests, physical, mental, and moral, of both sexes, are far better observed by this plan than by the system of separate instruction."

MISSOURI.

REVOLUTIONARY WORK.

Prof. J. R. Bradley, Paris, says:

"We are determined to perfect the educational work in Monroe county. Nearly all our teachers attend our annual institutes. We hold quarterly institutes in different parts of the county. Four of us, appointed by the institute, lecture each Saturday evening. We aim to reach every neighborhood. Our object is to cultivate and direct public sentiment. We know that success depends on enlisting the popular heart."

We also sustain a live educational column in each of our county papers. We do not trouble the public with theories and wordy disputes, but give them facts, figures, and results.

With few exceptions, our teachers make and read educational journals, and are thus enabled to keep step to the music of progress. We are resolved to make Monroe the banner county of the State educationally, as now is in other respects."

Here is a model. The work being done in Monroe is needed everywhere. Ten years of such labor, all along the line, will work a revolution such as the world has never seen.

Fellow educators of this and other States, go and do likewise. Our profession is cursed by lazy teachers, content to do the mere routine-work of the school room. The world needs workers, not drones.

Hon. L. H. Redman, Ralls county, Mo., says:

"In this township, after much discussion and experimenting, we became satisfied that cheap teachers and short terms don't pay. We want to educate our children. For two years each district in this township has sustained a ten months school each year, and has paid teachers from \$50 to \$70 per month. The results are eminently satisfactory."

Here is practical education. With a score of such Redmans in each county the work will go bravely on, despite all unfriendly and bungling legislation.

Miss S. Ella Smith, Trenton, Mo., says:

"The Mercer County Institute was well attended. Good work was done. I send you another club of 17, for the JOURNAL. The best way to revolutionize our educational system is to place the JOURNAL in the hands of every teacher and school officer."

So we think. With a Miss Smith working in each county it can be done.

Prof. W. H. Lynch, Salem, Mo., says:

"I will not rest till Dent County is thoroughly aroused. We must have live teachers for live schools. I am now training 25 teachers for the public schools. Whatever I am able to do will be done to advance the cause of education in Missouri. The JOURNAL is doing a grand work for the schools of Missouri. I have taken it ten years, and it grows stronger and better. Mark—it will be taken and read by every teacher in Dent."

We might give hundreds of just such cheering letters. Missouri, like a great slumbering giant, is arousing. The brighter day is dawning. Supt. R. D. Shannon, the commander-in-chief, has given the command—forward. The great army is in motion. Each brother and sister will fight bravely. The victory will be ours.

B.

NATURAL SCIENCE SOCIETY.

THE teachers of the Southeast adopted a resolution at their late Association held at Piedmont, authorizing the appointment of a committee to organize a Southeast Missouri Natural Science Society. Professors Lemmon and Bond of the Perryville Graded School, and Dutcher of the Southeast Normal, were appointed said committee.

The first meeting of the society will be held at the Normal at Cape Girardeau, during commencement week in June.

In the mean time we wish all who are interested in this important subject, who desire to impart or receive information regarding the treasures of science and natural history found in the Southeast, or who may, in any way desire to assist in this work, to correspond with us freely.

We desire to collect specimens of ores, minerals, fossils and curiosities. Anything of the kind sent to the Normal School will be duly acknowl-

edged. Please send, when it is possible, a number of specimens of the same kind. We desire to establish a system of exchanges with other institutions.

The following resolutions were passed by the Association at Piedmont, with an enthusiasm that spoke forth no uncertain sound:

Resolved, That we recognize with pleasure the energy and efficiency of the Southeast Normal School to improve the educational condition of this portion of the State, that we have confidence in the ability and faithfulness of its present faculty, and we know that its work is producing practical results.

Resolved, That it is the sense and the earnest wish of the educators of Southeast Missouri that the State should sustain faithfully and liberally her system of Normal Schools.

The resolution touching compulsory education, and the many speeches of teachers and other citizens, in favor of increased taxation for school purposes, and a longer term in the year, all indicate the advanced position of our people.

NEBRASKA.

Under the efficient and judicious supervision of Hon. S. R. Thompson, as State Supt. of Public Instruction, assisted by an able corps of teachers, Nebraska is making steady and rapid progress in educating the masses of her people.

The following comparative statistics, which are "official," will be read with interest by all:

OFFICE SUPT. PUB. INS., } LINCOLN, Neb. }

Comparative Statistics of Public Schools for the year ending April 1st.....		1876.	1877.
Counties reporting.....	31	61	
Districts organized.....	798	2,406	
Children between 5 and 21.....	32,589	92,161	
" enrolled in schools.....	32,719	56,774	
Number of graded schools.....	30	64	
" ungraded schools.....	536	2,432	
Teachers employed.....	586	3,392	
Av. No. days by each teacher ..	76	98	
Av. salaries of males per mo. \$48 16		\$35 46	
" females " 33 72		31 80	
Apportioned from State tax.....	20,303 23	29,573 90	
" permanent fund 13,034 96		88,459 39	
Paid teachers during year.....	57,738 43	457,045 70	
Total expenditures all purposes.....	\$163,930 84	\$1,037,192 21	
Total value of school property.....	177,083 17	1,861,385 88	
Statistics of the distributable school fund, 1877.			
From interest on bonds.....	\$18,975 69		
" on certificates.....	16,589 20		
" private securities.....	745 00		
Unpaid principal of school lands.....	54,457 21		
Rents of school lands.....	21,958 39		
One mill State tax.....	66,681 00		
Normal School endowment fund.....	327 23		
Fractional remainder.....	3 75		
		\$179,735 56	
Deduct sundry appropriations.....	10,453 68		
Total amount appropriated in 1877.....	\$169,281 88		
S. R. THOMPSON, State Supt. Public Instruction.			

TEXAS.

THE State of Texas has been extremely liberal in laying the foundations of a school fund, which in a few years will provide amply for the education of all the children of the State.

It gives for the purpose of constituting a permanent school fund, all the alternate sections of land reserved

out of grants heretofore made, or that may hereafter be made to railroads, &c., also one-half the public domain of the State, and all money that may come to the State from any portion of the same. It also sets apart annually, not more than one-fourth of the general revenue of the State, and a poll-tax of one dollar upon each male inhabitant between the ages of twenty-one and sixty years, for the benefit of the public schools. In August, 1876, the permanent school fund amounted to \$39,847 91 currency, and \$3,080,852 95 in bonds. In addition to this, the school fund has about eight millions of acres of alternate sections of land located by railroad and other companies, and over thirty millions of acres under the clause, "half the public domain of the State," which at the minimum price at which it is allowed to be sold, viz: \$1 50 per acre, would realize \$57,000,000.

The *Dennison News* says: "The proudest boast of the city of Dennison is that for three years she has maintained a system of free graded schools ten months in the year."

We do not see, though, how we can quite endorse that other statement of the *News*, that "Texas has a good school system," when "the school law last enacted does not permit the levying of a tax to supplement the school fund, no matter how willing the people may be to pay it," and the fund "is sufficient to sustain a school only about four months in the year."

Texas and every other State ought to keep the public free schools open at least eight months out of the twelve.

The children lose, in the eight months they are out of school, about all they gain during an attendance of four months. So that a law, or a school fund, or any other influence, which provides for people who are to vote and make laws, only four months school, is not doing the safe thing, or the right thing.

UNIVERSITY AND SCHOOL LANDS.

In most of the northern counties of the State, large quantities of land were surveyed and set apart many years ago, for the purpose of founding and sustaining a State University. In addition to this each county was granted a certain number of leagues of land to be used exclusively for the benefit of common schools in that county. The lands are now upon the market, to be sold to actual settlers, at an appraised value ranging from \$1 50 to \$5 per acre, payable in ten annual instalments with interest at ten per cent. per annum. They are divided into tracts of 80 and 160 acres, and no person can purchase more than one tract, so that the school lands are rapidly becoming the most thickly settled portions of the country.

SAMUEL ELIOT has been elected Superintendent of the Boston Public Schools, in place of John D. Philbrick, who retires after 21 years' service.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XXX. Enforcement of Regulations.

How shall I enforce the regulations? How am I to manage to induce the pupils to cheerfully observe the rules?

Few questions are more important, or more difficult to answer. Each one must take into consideration all the conditions, and then do the best he can. The thoughts here presented are aimed to be suggestive.

REGULARITY.

Irregularity, in country schools especially, is a serious evil. No effort should be spared to reduce it to the minimum.

1. *Intensely Interest the Pupils.*—Make the school in the highest degree attractive. Have each one feel that each day is of great value. Point out how closely regularity is connected with success. Deeply interested pupils will generally manage to be regular.

2. *Interest the Parents.* Show how it is that an irregular pupil falls behind his classes and becomes discouraged. The intelligent parent will not willingly detain a child from a single recitation. Teachers must do much missionary work of this kind.

3. *Urge Regularity as a Duty.* The pupil should make the most of himself. He should not so act as to injure others.

4. *Inflict Necessary Punishments.* To say the least, irregularity is a misfortune for which the pupil must suffer. If it becomes chronic, it should work a forfeiture of seat, of position in class, or even of position in school.

PROMPTITUDE.

Than this, no topic connected with school management has been more widely discussed. The general tendency is in the right direction. Schools vie with each other in the effort to secure the utmost promptitude.

1. *Let the Teacher be Prompt.* Usually, the teacher should be at the school room at least a half hour before the time of opening. The teacher's example greatly influences the pupils.

2. *Impress the Importance of Promptitude as a Habit.* Point out the advantages of promptitude and the evils of tardiness. Show the effects all through life. Give examples. Washington once said to a tardy officer, "Sir, you may waste your own time, but you have no right to waste ours." A healthy sentiment is thus created. Tardiness comes to be considered a misfortune and a disgrace.

3. *Make the Opening Exercises Especially Interesting.* Manage it so that each pupil will even be anxious to be present. The ingenious teacher will know how to do this.

4. *Inflict Right Punishments.* The tardy list works well in some schools. As the tardy pupils enter, they write their names and the minutes tardy. At rest, when the others pass out, these take the tardy seat. If the ex-

planation shows a case of necessary detention, the pupil is excused; otherwise he remains seated during the rest. In some schools tardiness from whatever cause suspends for one day. The pupil remains in seat, but is not permitted to recite. Three cases of tardiness suspend for a month or a term.

5. *Arrange for Exceptional Cases.* Promptitude must be secured at any cost. In some schools tardiness is unknown. But simple justice requires provisions for exceptional cases. Such persons are not considered tardy up to a fixed time. Absolute necessity must characterize all such cases.

6. *Adapt the Treatment to the Community.* The course pursued in the country schools may not be best in city schools. Even in different localities in the country different means must be used. Public sentiment will not sustain extreme measures. Promptitude must be secured by skillful management. Any community may be educated to sustain teachers in enforcing strict promptitude.

DECORUM.

This should characterize every voluntary act. Positions, movements, dress, manners, and conduct in school and out, are some of the points to be considered.

1. *The Teacher should be a Model.* Pupils tend to become like the teacher; hence good manners is an essential qualification of the teacher. An uncouth, ill-mannered, slovenly teacher should never be permitted to disgrace the school room.

2. *Decorum Conditions Success.*—The well-behaved are everywhere preferred to the ill-behaved. "He is a gentleman," is the best of all passports. When pupils are made to realize that the teacher is a lady, it is not difficult to persuade them to try to be decorous.

3. *Teach Decorum Incidentally.*—Lectures on the subject do little good. Children must have concrete cases. As these occur, briefly call attention to them, and commend the decorous.

4. *Train to the Habit of Decorum.* Precept is good; example is better; training is best. Training converts precepts and examples into habits. Manage to have the pupils act decorously until decorum becomes a habit. Train them to conduct properly everywhere and at all times.

5. *Right Punishments may be Used.* Some pupils cannot be reached in any other way. Whatever will work in the pupil an appreciation of good manners and proper conduct, is legitimate. The earnest and continuous effort to be decorous, will soon grow into a life habit.

QUIETUDE.

Study to be quiet—is imperative. All pledge themselves to sustain this regulation. It should be boldly written over every teacher's desk.

1. *Be Quiet Yourself.* A fussy, noisy, boisterous teacher demoralizes the school. Talk in a low tone, move quietly, and avoid all clapping, pounding and stamping. Energy and vigor

should be manifested in better ways. It is the lightning that kills.

2. *Secure Quiet from Principle rather than from Fear.* One pupil has no right to disturb others. The effort to be quiet tends to the general good, and hence is a duty.

3. *Boisterousness in the School Room must never be Permitted.* During rests, talking and laughing are proper and should be encouraged, but all romping, scuffling and boisterousness must be tabooed.

4. *Train Pupils to the Habit of Quietude.* If a pupil does anything noisily have him repeat the act quietly. Soon your pupils will become toned down, and will speak and move quietly. Your school will become a quiet, cheerful home.

5. *Use Necessary Punishments.*—Some vicious and careless pupils cannot otherwise be cured of noisy habits. Don't mistake. Don't tell the children to sit still. The school-room is a work-shop, and is dedicated, not to silence, but to arousing and directing mental forces. Activity necessitates noise. But the noise of moving classes, of work on board and slate, of live, earnest recitation, is music. Only unnecessary noise is discord.

The enforcement of the regulations pertaining to morality and communication, will be discussed in our next paper.

STATE NORMAL, Kirksville, Mo.

THINGS TO BE DONE.

BY GERTIE JOHNSON.

THE school officers throughout the country are alive to the necessity of elevating the standard of teachers, and of securing first-class teachers by the payment of living salaries. Their ideas are drifting in the right direction, but let them not forget that there are other things beside a competent teacher necessary to the creation of a good school. Of some of these things we propose to speak occasionally through the columns of the JOURNAL OF EDUCATION, hoping among its many subscribers to reach some school officers as well as teachers.

VENTILATION

Is a subject of primary importance, yet one seldom spoken of in connection with the school-room. The importance of properly ventilated rooms is usually admitted by teachers, yet how few keep the air of their rooms pure; while some even ask

"Why should we ventilate?"

To such we would answer:

The air we breathe, from which our systems derive oxygen, the vital element, is the great reservoir into which all animal and vegetable exhalations flow.

Did these emanations accumulate near the surface of the earth, they would destroy all higher forms of animal life. But nature, ever-wise, prevents such an accumulation of deleterious matter, by the agency of winds and currents through the diffusion of gasses.

Every gas possesses the property of diffusing itself equally through every other gas with which it may come in contact.

Every gas appears to act as a void for another; in other words it spreads or expands into the space occupied by another, as if it were a vacuum.

This law regulating the diffusion of gasses, is remarkable evidence of design on the part of the Creator.

The atmosphere contains about one part in two thousand of carbonic acid gas, which is a deadly poison, and which is one and one-half times heavier than common air.

If the law which produces such equal diffusion of gasses, were suspended, this heavy gas would accumulate near the surface of the earth, and destroy all higher forms of animal life; but, with this law of diffusion in force, this poisonous gas is spread evenly through the air, from the level surface of the earth to the highest mountain tops.

Thus, the various gasses arising from all decaying matter, and from the process of combustion, are by this law silently and quickly carried away, and no accumulation occurs.

Nature has done her work well. She has planned to preserve the lives she has given. But mark how the operations of man are in direct opposition to those of Nature!

A WORD TO ARCHITECTS.

Mark how the work of every architect is to raise barriers to this free diffusion of gasses!

Look at the results of their labors!

Go through the land and count the houses that are built without a place for the egress of noxious gasses, without a place for the ingress of pure air, save when a door or a window is opened.

Good ventilation in the school-room is absolutely necessary to the preservation of the health of the inmates.

It equalizes the temperature, it carries off the poisonous gasses and exhalations.

The amount of pure carbon in the form of carbonic acid, thrown off the lungs of a full-grown person, varies from five to fifteen ounces in twenty-four hours; and from fifty to sixty grains escape from the skin in the same time. Allowing ten ounces to be the average amount thrown off each child in the same time, in a school of sixty pupils the amount would be 600 ounces, or 300 ounces during the first half session. If doors and windows are closed, as in cold weather, and no other arrangement is made for ventilation, what is the result?

The usual amount of carbonic acid gas in the atmosphere is rarely as much as one part in a thousand, and when this amount is increased to one part in one hundred, the evil effects are shown upon man immediately, through the medium of headache, languor, and general depression.

But in the air exhaled from the lungs the quantity is never less than three parts in one hundred, and often rises as high as six parts in one hun-

dred. Now, according to Dr. Carpenter, the five or six per cent of carbonic acid gas is speedily destructive of life; and, also, according to Dr. Herbert Barker,

"An animal in an atmosphere containing only two per cent. will die in a few hours."

What, then, will be the result of breathing the same air as thrown out from the lungs?

SCIENTIFIC AUTHORITIES.

According to all scientific authority, *speedy death* would be the result. And moreover, possessing direct poisonous qualities, it may produce death when inhaled with a large admixture of air.

If air impregnated with five or six per cent of carbonic acid gas will produce death in a few minutes, is it not reasonable to suppose that the standard of health must be lowered, and life sensibly shortened by breathing for a series of years the air impregnated with a proportion smaller, but yet a proportion too great by several parts, such as fills our poorly-ventilated school-rooms in too many localities?

Further, there are other agencies by which the air of the school-room is rendered impure. From the lungs and pores of the skin a large amount of effete, decaying matter, is constantly passing, and this floats in the form of invisible vapors in the air. This effete matter is considered to be as efficient in producing disease as carbon itself; and yet teachers and pupils breathe it calmly, without a thought as to the sin they are committing; and still school officers go on building houses with no means of ventilation. And this boy has the ague, and that the whooping-cough; one is just recovering from an infectious disease, and others are just showing the first symptoms of an infection. Upon a careful examination probably not more than one in ten would be pronounced well by a skillful physician. Yet the well and the ill must alike breathe the air loaded with the deadly, sickening poisons, thrown from those diseased forms.

The Creator, in the greatness of His wisdom, has provided a way for the removal of all these poisonous exhalations. Heated air rises rapidly.

The poisonous air that is exhaled from the upper part of the chest, is about the same temperature of the body; having an average of from 98 to 100 deg., this temperature being, under most circumstances, considerably warmer than the surrounding atmosphere. The heated, impure exhalations, consequently rise rapidly, the vacuum being filled by the cooler, surrounding air. Were there a place of egress, how gladly these impurities would escape from the school-room, and be carried by the wind far away. But they are prisoned within the walls, and the impure air cools floating along the ceiling, and settles lower down, to be breathed again by some poor unfortunate.

Thus the work of the destroyer goes on.

HOW AND WHY CHILDREN DIE.

Is it strange that the mortality of children in cities and towns is shown by statistics to be rapidly increasing? Is it strange that children, that, above all other members of the community, require a plentiful supply of fresh air for their healthy growth, should prefer to play in the pure, open air, rather than be confined in such school rooms?

According to the highest authority every adult person should be furnished with ten cubic feet of pure air per minute, to insure the preservation of health.

Do the pupils get this?

Our experience and observation teaches us to the contrary; unless it be in school houses of very imperfect construction, such as one occasionally meets with in the country.

The idea of school houses well-built, well-warmed, and then properly ventilated by suitably arranged admitting and discharging ventiducts, seems to be quite novel to the architects of school buildings in general.

Mr. Oldstyle asks, with an inquiring look:

"How are we to admit so much fresh air in winter without lowering the temperature of the room too much?"

We would answer, there are many arrangements by which this may be effected. If the room is warmed by the radiation of heat from a stove, the admitting ventiduct should be so arranged with regard to the stove, or the stove with regard to the ventiduct, that the current of cold air passing in should pass directly against the stove, and thus be warmed before it passes into the body of the room, where the pupils are seated; and the discharging ventiduct should be on the opposite side of the room, well toward the top, if not through the ceiling.

There are many arrangements for warming the admitted air—arrangements that are very simple, so simple that they are available to every district, and yet of such practical utility that all should avail themselves of them.

In rooms built without such means of purifying the air, the only remedy is to raise or lower windows; but this matter should be carefully handled. If the windows are raised from the bottom, the wide current of cold air sweeps in upon the pupils and chills them till death is often the result. If they are lowered from the top too much, and on opposite sides of the room, the current rushes in and sinks down to the heads and shoulders, then to the lower extremities; but the heads are affected most, and here again, colds arise that often take the little ones to their last resting place.

The school-rooms should have an abundance of *pure air*, but that air, in cold weather, should be warmed before it strikes the sitting pupils.

When pupils are having physical exercise within the room, the windows,

and even the door, may be opened with great benefit to all; but as soon as the exercise ceases they should be closed again, and only the admitting ventiduct be open.

A little extra labor and a little careful consideration in the construction of our school-houses, would insure a vast improvement in the health of the pupils.

KANSAS CITY, Jan. 20, 1878.

A SUGGESTION.

Editors Journal:

I WISH to say a few words to the teachers of sub-district schools particularly, in regard to a simple yet important item in their school management, which will conduce to the health, carriage and voice of the pupils.

Have the pupils fold their arms behind them before beginning a recitation in a standing position, and continue them folded behind them until dismissed.

No other position of the human body is so well calculated to promote the physical well-being of the pupil, or can be so universally applied as this.

Every boy or girl who follows this position of standing, will greatly improve their appearance, their voice, and their enunciation. Try it.

S. E. M.

Jefferson County, Mo.

HARVARD UNIVERSITY.

WE think the Boston correspondent of the *Springfield Republican* has scanned closely and carefully the report of the president and officers of Harvard University, and we invite attention to results as found below:

"The report of the president and officers of Harvard University is largely statistical this year, and gives some very curious results in regard to the cost of living among the students, the percentage of the different studies, etc. It is the most complete statement of the results of the change of system there which has been published, and in some respects is very gratifying. It shows that the professional schools, with the exception of the Lawrence scientific school, which can hardly be said to flourish, have much advanced their standard of late years, and yet are well attended. The same is probably true of the college itself, but the effects of the wide extension of elective studies and the greater freedom given to the students are not in all respects satisfactory. Another thing to be remarked is the high cost of tuition at Harvard now, not less than \$150 in the undergraduate course for each year; and President Eliot informs us that 'more than \$15,000 of the cost of carrying on the college library last year were paid practically from the college tuition fees.' If so, 100 students out of the 823 who were in college paid their \$150 a year not for tuition, but for something else. Nay, more, 'the corporation have been enabled, by the

increase of tuition fees, to enlarge Gore hall,' in which the library with its 150,000 volumes is kept. The best of the many jokes that Judge Hoar has made was when he proposed, instead of enlarging the Westboro reform school, 'to put a couple of wings to John Augustus,'—the poor good man who went about looking after boys that got into trouble. I wish, instead of extracting \$150 a year from the lean purses of poor scholars 'to enlarge Gore hall,' the college would do something more to cheapen the cost to poor men of the noble education which Harvard furnishes. Much is now done in this way by scholarships and remissions of various kinds; but there are many young men still kept away by the increasing costliness of the life at Cambridge. The 'least' annual cost for a student is now officially set down as \$499—though it is said some do still get along for \$350 and \$400 a year. Twenty-five years ago it was possible to live on \$200 a year at Cambridge, and one could thrive on \$300. Until that time returns, Cambridge will lose some of its best ornaments. Jared Sparks traveled on foot from Connecticut to Exeter, and was a charity scholar there before he went to Cambridge and made himself a reputation. Theodore Parker could not afford to live in Cambridge even at \$100 a year, but gathered his immense stock of knowledge outside. Such youths should be drawn to a college by its cheapness. After Daniel Webster left Dartmouth college he taught school at Fryeburg, in Maine, for \$350 a year, out of which he one year paid his brother Ezekiel \$100 to help him through at Dartmouth. But neither of those brilliant young men could come within sight of Cambridge at its present scale of cost. Let the president and fellows of Harvard college meditate these things day and night, and see if they cannot draw thither the Websters and Parkers of to-day."

Dean Stanley, in a recent address to the students of University College, Bristol, England, speaks thus of his teachers:

"No operation in the way of external impulse or stimulus in our passage through this life, was equal to the impression produced upon us by contact with persons and intelligences superior to ourselves. A body of men brought together with the enthusiasm of teaching others, with a full appreciation of great subjects, with an ardent desire of improving not only others but themselves, could not fail sooner or later to strike some fire from some one soul or other of those who thus had the opportunity of making their acquaintance."

The boy who spends an hour of each evening lounging idly on the street corners, wastes in the course of a year three hundred and sixty-five precious hours, which, if applied to study, would familiarize him with the rudiments of almost any of the familiar sciences.

MARGARET LIVINGSTONE. ✓

(not) BY LILLIAN WHITING.

PART II.

For every ill beneath the sun
There is some remedy, or none.
If there be one, resolve to find it.
If not, submit, and never mind it.

CHAPTER I.

Margaret's heart was heavy, for she knew that the hour was approaching that would sunder her, perhaps forever, from this woman to whom her soul so strongly, strangely clung.

Thus it ever is. Friends hail, then sail apart over the surging billows of life, some to reach a happy haven, with sails spread and filled with favoring breezes, that waft them on to riches and renown. Others there are who buffet awhile with adverse wind and tide,

"Then sink with a bubbling groan,
Unknelled, unhonored, and unknown."

The wearing toil of mind and heart was over for the day, and Margaret and her friend sat sadly together in their cosy room, with the gloom of another untried future looming up before them, into which they were once more to go forth and do and dare.

Men can never know the deep shrinking of soul that comes over a delicate, refined woman, when she finds herself torn from familiar moorings, and compelled to drift forth into strange currents, surrounded by unaccustomed scenes and faces, to battle for a resting-place for the sole of her foot.

It was a lovely evening in early Autumn. The sun was sinking to rest pillowed on a couch of glowing clouds. The distant tree-tops were gilded with his good-night smile, and the gentle breeze that fanned their pallid cheeks, brought to their ears the merry laughter of a group of happy-hearted children sporting on the village green.

This hour, with Mrs. Matheny all her own, had ever been to Margaret a sacred season, so full was it of rest and compensation for all the labors of the day. Sitting thus she had ever felt a deep sense of fulfillment and content, such as she imagined a babe to feel when pillowed on its mother's bosom, and lulled to sleep with a lullaby song.

But now she knew that soon this solace would be denied her.

A slight prejudice among a few at the beginning of the session, against a lady Principal, had been skillfully fanned into a determined and formidable opposition, by aspirants of the other sex, aided by a member of the school board, who had a relative he thought fitted for the place—a grasshopper sufferer who had been "eaten out" of Kansas. The poor man had a family to provide for, and the director—good soul—felt it his bounden duty to be violently opposed to female Principals in general, and Mrs. Matheny in particular. He said a woman had not sufficient physical

force and controlling will-power to make herself feared and respected by a lot of high-strung boys. And so it came to be understood that there would soon be a change, and that change meant a parting between those friends. For Margaret had declined to remain if Mrs. Matheny was displaced.

Mrs. Matheny's strong, well-balanced mind, had soon regained its equilibrium, and she had her plans mapped out before the day was done.

"Margaret, come with me to the city. I am hereafter determined to teach where the schools partake more of the character of established State institutions, rather than a personal matter of freak or favoritism among a few men 'puffed up with a little brief authority.' Come with me, and let us try our fortunes there, for better, for worse."

"No. I am too much lacking in thoroughness to fill the rigid requirements of a graded school in a large city," said Margaret.

"Small ships must keep close to shore; Larger ones may venture more."

She quoted with a feeble attempt at being lively. "You would succeed, I should fail, although I am as well informed as a large majority of those who do succeed in such situations, but I am not as well educated. There is everything in having what one knows systematized, and methodically arranged, and this I lack. I always feel that my mind instead of being an *ecritoire*, with ideas duly labeled and pigeon-holed for ready reference, is more of a mental grab-bag, into which when I make a dive, I can never be quite certain as to what I shall bring up.

I received my education mostly from peripatetic pedagogues (before the era of free schools had dawned in the South) with the exception of a brief time spent at the university, which was cut short by the reverses of the war.

My father was anxious to give me a good education, and always 'signed' me to every teacher who 'took up' a school in the neighborhood. Three months was the maximum length of a session, and the last teacher usually spent about half the time in unlearning us what the previous one had taught us. Each and every mother's son of them had a different set of text books, and there had to be a change of books every time there was a change of teachers.

McGuffey's readers, however, were always used, year in and year out. We would usually read about half way through in one term—of course the next teacher would turn us back, to travel over the same road to pretty much the same stopping place. The consequence is, I hate 'The Boy Stood on the Burning Deck,' 'He Never Smiled Again,' and other kindred pieces, with a hatred that cannot be uttered. I cannot even see anything beautiful in Bryant's 'Thanatopsis.' One of our teachers was a graduate of an institution that stood very high, at York, Pa., and she actually

could not tell how old John Q. Adams was when he died, date of birth and death both being given.

I have been thinking long and seriously of the future, and my mind is made up. I shall go to North Carolina. I have friends there who have written urgently for me to come. Of course I shall teach, and I hope to succeed where the requirements are not so high, a text book routine being all that is expected there."

Margaret took up a book, and was soon absorbed in the "Woes of Werther." Being an ardent admirer of Goethe, his doctrines of affinities and antipathies holding a strong fascination for a nature like hers, so easily attracted or repelled by subtle occult influences.

Mrs. Matheny remained in deep thought for a long time, then with a sigh roused herself, and turning to Margaret, said:

"Lay aside your book, and let us talk."

"Of what shall we talk?" said Margaret, placing herself in a listening, attentive attitude.

"Of yourself," answered Mrs. Matheny in a tone and with a look which warned Margaret that she was about to touch on a subject which both had instinctively avoided till the present time.

"O, not yet," said Margaret, apprehensively. "Rather let me draw tonight from your ripe experience some ideas and suggestions concerning our life work, which may be of use to me in my new field of labor."

"Then perhaps I could not do better than read you the paper I have just finished for our monthly institute meeting, on Primary Education."

"Education may be divided into three parts: moral, physical, and intellectual. Moral education is the cultivation and enlightenment of the conscience in such a degree as to enable reasoning beings to discriminate between right and wrong, and to influence them to choose the better part.

Physical education applies to the training of the bodily powers in such a measure as the individual requires, in order to perform well the duties of life.

Intellectual education is the development of the perceptive and reasoning faculties, and probably in no known age of the world has man been more fully alive to the vital importance of this kind of education than at the present time, and never were there greater efforts made for its advancement, nor better facilities afforded for its acquirement.

There are many opinions in regard to the best methods of teaching the young idea how to shoot. Our Divine Maker created us in ignorance, that we might have the endless pleasure of learning continually something new. As the senses are the avenues to knowledge, and the means by which the mind comprehends subjects presented for its contemplation, the most judicious methods should be used for reaching and appealing directly to those agents.

If the eye be curtained in darkness, knowledge will reach the brain through the ear; if that be shrouded in silence, it will ascend along the electric nerves of touch, carrying glad dispatches to the sovereign mind, to make welcome its coming.

As sensation precedes perception, efforts should be made to stimulate the powers of observation in small children. For this purpose object lessons would be of more utility than the mechanical routine of text books, for the reason that they have as yet no ideas developed with which to associate texts and rules.

They possess several senses and are capable of having their attention attracted in various directions.

They will recite in a dull mechanical way, without any particular effort or activity of mind, or any proper conception of the subject, unless they are taught the power of concentration, and till speculation and reflection is excited in their minds.

To do this the teacher should not confine them to the text book, but vary the routine by anecdotes, object lessons, questions, or any profitable exercise that will engage their attention, excite their interest, strengthen their powers of observation, and give them the habit of expressing themselves clearly.

Orthography and reading should be carefully taught, with frequent drill in pronunciation, accent, articulation, emphasis and inflection. It is a good plan to secure attention to the proper pauses in reading, by having the pupil next to the reader punctuate while the other reads. For instance, if they do not stop long enough at a semicolon to hear two counted, let them be displaced by the one who counted; this will make them very careful, in the end.

The elements of grammar should be taught independently of books, by correcting every wrong expression used in conversation, then teach common and proper nouns, and to parse simple sentences; drill thoroughly in the nine parts of speech. All this is best taught orally, without clogging the mind with a mass of rules which convey no meaning to the mind of a young beginner.

An effort should be made to give those just commencing in the study of geography, some idea of size, form and space. They should be carefully taught the direction of North, South, &c. I well remember in what thick darkness I groped for nearly a whole session, without being able to bound a single State, simply because my preceptor had neglected to fix in my mind the points of the compass. After this is fully done, point out objects in view and have your pupils bound them. Explain the natural divisions of the earth; lakes, islands, capes, &c., and require them to trace out resemblances in the surrounding landscape. Then instruct in map drawing. It gives young children a good practical idea of the divisions of the earth, to pour water on a table or

other level surface, and then with the water led by the fingers make oceans, lakes, rivers, &c.; inclose islands, isthmuses, capes, promontories, and peninsulas.

Punishment is the infliction of pain for the violation of a law. A judicious teacher can usually secure obedience to all lawful commands by moral suasion, but there are occasionally some incorrigible juveniles who require a more *touching* method. For all such, there should be a free application of the rod well laid on, although some question the legitimacy of this;—but wherefore?

Does not the teacher for the time occupy the position of the child's parent? Do not all parents possess the right to inflict corporal punishment? Should not the teacher exercise the same jurisdiction over his pupils, and punish them to the same extent that the parent would under similar circumstances?

When punishment is inflicted, it should be administered in a calm, dispassionate manner, accompanied by kind admonitions; but never when the teacher is under the influence of anger, for then she punishes to the extent of her rage, and not in proportion to the gravity of the offense.

Before commencing a school, every teacher should have some definite and well-matured plan mapped out; some uniform method of government arranged for the general welfare of the governed as well as the good of the governor. That which seeks any other object is faulty and tyrannical. It should be impartial,—a fault punished to-day in one, should not be tolerated to-morrow in another; but above all, let the teacher learn "that which is better than the taking of a city," TO GOVERN HERSELF, if she wishes to govern others successfully."

TO THE FRONT.

THE Teachers' Association held at Piedmont, Mo., during holidays, was in every respect a grand success. It organized the educational forces of the Southeast, and put the people to thinking, educationally. About sixty teachers were in attendance. The interest could not have been better or more general. The programme was an interesting one, and the discussions were often ably conducted.

But it was in its business aspect that this meeting is most important. It is now a permanent organization, and will hold its next session at Farmington, during the holidays of 1878. N. B. Henry of Oak Ridge High School, was elected President for the ensuing year. President C. H. Dutcher was elected messenger to the State Association in June, and Prof. D. C. Roberts appointed to read a paper.

Anticipating a similar action on the part of the other associations, a committee of three was appointed to confer with the other committees on all points of common interest.

The school commissioners of the various counties, the President of the

Southeast Normal School, and the President of the Association were appointed a committee to arrange for an institute of at least one week in each county in the district, during the summer vacation.

An effort was made to have some teacher in each county edit, in the interests of public education, a column in the county paper. Quite a number have already gone to work, among whom may be noted Profs. Bond and Lemmon of Perryville, Prof. Shelton of Farmington, Discipulus of Cape Girardeau, and Cook of Doniphan.

Quite a number of other teachers have accepted the position of *editor*, and promise to go to work at once. It is a diversion, but too high a compliment cannot be paid the editors of Southeast Missouri, for the earnestness with which they advocate public education.

The I. M. Railroad charged but half fare, the people of Piedmont gave us a hearty welcome, the Southeast edition of the JOURNAL OF EDUCATION was strongly recommended, and the teachers were *thoroughly* aroused.

With the teachers, the editors, the railroads, and the *people* awakened to a sense of duty and engaged in earnest work, how can Southeast Missouri take a retrograde step?

INSTITUTES.

If possible we must hold an institute in each county of the Southeast during the summer vacation. The sooner the work is commenced the better. Let us make arrangements at once—not for three days, but for a week. For an institutor who will cost nothing, address President C. H. Dutcher, Cape Girardeau, or N. B. Henry, Oak Ridge.

President Dutcher's address on "The Normal a Factor in the Public School System," was simply overwhelming. Another association, another such address, and opposition to Normal Schools, in Southeast Missouri, will give place to enthusiastic support. H.

THE *St. Louis Evening Post*, the new venture in daily journalism, is a *clean*, bright, strong, independent, readable sheet—just such a paper as one likes to take home for all the family to read.

With a large experience, with plenty of money, with a high conception of the position and duty of a journalist, its enterprising publisher, Mr. John Dillon, both deserves and ensures success for this enterprise from the start.

COLLEGE PRESIDENTS. — Rev. Dr. McCosh, President of Princeton College, in his report to the board of trustees of the college, says:

"Much as Princeton has advanced of late years in respect of its buildings and museums, it has improved quite as much in its method of instruction—it being indebted for both to its generous benefactors."

That Dr. McCosh, the distinguished President of the College of New Jersey, has accomplished a great work for that institution during the past

nine years, we do not see how any one can deny. By his labors and example he has not only benefited Princeton, but has helped to elevate the standard of Collegiate education throughout the whole country.

Many of our college presidents need to visit Princeton. Instead of improving their courses of study and methods of instruction, they seem willing to linger in the ruts of a past age.

Recent Literature.

THE PHYSICAL BASIS OF MIND. With Illustrations. Being the Second Series of Problems of Life and Mind. By George Henry Lewes. Boston: J. R. Osgood & Co. St. Louis: Book and News Co.

This volume is the sequel to "The Foundations of a Creed," in which Mr. Lewes gave his latest and ripest views regarding the method of science and its applications to metaphysics.

When young he had written the popular work on the history of philosophy, which he styled the "Biographical History of Philosophy," intimating that Philosophy was now dead, and that the time had arrived when its biography should be written. Such a book, and written by a young man, could not have been a very great event in the history of human thought. It marked an extreme in the reaction towards "free thought" however. The emancipation from creeds and dogmas had been going on for three hundred years, and since the French Revolution and the advent of Kant's "Critique of Pure Reason"—yes, even since Locke and Hume—the emancipation of the mind from metaphysical creeds and dogmas had been going on. So great had become the distrust of *what is established* either in religion or metaphysics, that it was thought sufficient if a bold, pert young man challenged the established dogmas of either, and caricatured their external expression.

The great thinkers of the human race—Socrates, Plato, Aristotle, Leibnitz, Spinoza, Kant, Fichte and Hegel—were summoned before the bar of an unthinking general public, and their doctrines canvassed by a witty but shallow young man, whose chief gift was a popular style. The conceit engendered by this operation was enormous. "We (i. e., the reader and the author) are fully capable of judging these great thinkers by what distorted versions are here given of their thoughts. Works which took the greatest geniuses half a century to elaborate, are here to be analyzed and exposed in a dozen pages or less.

"It is all an 'Ueberwundene Standpunkt' (i. e., in slang phrase "played out")—this metaphysical thinking in which the human race has indulged through its confessedly greatest and most gifted minds. The long pondering on the mysteries of being and on the solution of the "Problems of Life and Mind," is all useless and comes to naught; for nature and life and mind is an Isis veiled—no one can lift the veil or penetrate its mysterious obscurity."

Whence it followed that he, Mr. Lewes, and they, the readers of his delightful book, were just as wise on all these points as the wisest of the race! Wonderful elevation! All of us proved to be very clever fellows—able to see clear round Aristotle, Plato, Kant and the rest!

"Ah, yes, wonderful levelling, wonderful degradation!" says a mournful voice in echo. "When all human thought is

brought down to this, and the thoughts of those who have pondered the longest shown to be even less comprehensive than the thoughts of those who are just beginning to think—what then is the lesson? It is this, that the more we think the more we are in error, and that profound thought is a profound departure from truth."

With this lesson in our minds we come to these "Problems of Life and Mind," to see what George Henry Lewes, who wrote the biography of philosophy (deceased) when he was twenty-five years of age, now writes, after twenty-five years of further thinking.

We find such topics in the first of these volumes as "From the Known to the Unknown," "Matter and Force," "Force and Cause," "The Absolute in the Correlations of Feeling and Motion," "The Limitations of Knowledge," &c. In the present book we have the "Nature of Life" treated; "The Nervous Mechanism," (!!) "Animal Automatism," "The Reflex Theory."

He claims as a great original discovery, his doctrine that "The specially human faculties of Intellect and Conscience are products of social factors co-operating with the animal factors."

It is idle for us to inquire in how far his present stand-point agrees with his earlier one. He himself acknowledges a change of conviction. He considers himself constructive now where he was negative once. We must concede a great improvement. But we fear that it would take two hundred years more of growth at this rate to make him reach the plane of thought of the great thinkers of the race.

There is more hope indeed of Herbert Spencer's reaching a sound philosophical basis within the next twenty-five years, than there is of Mr. Lewes. This statement we make because of his attitude towards the old question of Nominalism and Realism. Herbert Spencer in the doctrine of the Persistence of Force, plants himself firmly on the ground of Realism. The particular force which is more general than the particular shapes and forms which it destroys, is also more real than they. The one persistent force which all particular forces go into, and whence all proceed, is absolutely general, and the ultimate reality of all that is.

When a thinker arrives at Realism there is hope for him. Mr. Lewes is on his way—has indeed gone a long distance in twenty-five years, but he is still out of sight of the goal.

The popular style of presentation, however, still remains, although constructive writings are not so easy to understand as destructive ones. One will find a vast deal of fresh scientific information brought together in this volume in an interesting manner. W. T. HARRIS.

SELECT BRITISH ESSAYISTS. The Tatler, Guardian and Freeholder. By Addison and Steele. With an introductory essay by John Habberton. New York: G. P. Putnam's Sons. St. Louis: Book and News Co. \$1.

Mr. Habberton here gives us about sixty of the best papers of the Tatler, Guardian and Freeholder, in a very attractive form and at a moderate price. The selections seem to have been made with most judicious care, and the preface is short and to the point.

It is very desirable that the choice English prose of the early part of the eighteenth century be familiar to both teachers and pupils in our public schools, and it by using such books as this that the work must be done.

THE BACKGROUND OF CIVILIZATION. From Starr King's Lecture on "Substance and Show." Published by Osgood & Co., Boston.

Besides the men and women, the houses and wealth, that exist in Christendom, there is such a thing as civilization, which has been growing steadily, and which lives on while the generations die. There is government in the civilized world, there are reverences, laws, manners and habits, tastes and principles, and all these make up the structure of society. Just as the surface of the globe is composed of various layers of clay, sandstone, slate and granite, which successive geological periods deposited, and the united strength of which uphold our soil and support our steps, the moral world is composed of strata of laws, customs, opinions, truths, discoveries, sentiments, which successive races and generations have deposited, and which our souls live upon now. The best life of the nations that are gone is still in our civilization. Influences from the Old Testament, from Grecian literature and character, from Roman heroism and law, are steadily poured into our moral life from countless churches and colleges, although the Hebrew State, the Greek Republics and the Roman Empire have been buried for centuries. And so from the German barbarians of the Northern forests, from the feudal customs, from the crusades, from the Catholic Church in its ripe power and glory, from the life of Socrates and the intellect of Augustine, from the speech of Paul on Mars Hill and the thinking of John Huss, from what Bacon wrote and Shakespeare imagined, and Faust invented, and Newton discovered, and Fulton devised; in short, from all the victories of heroes and the blood-sealed fidelity of martyrs and the holy achievements of saints, some contributions have been made to that progressive reality we call civilization, and they all exist around us now as beneficent forces that ennoble our lives with privileges and a value which cannot be estimated. Your father may not have left you any legacy of houses and stock, but the whole past is your mental and moral father, and that leaves to every one of us an inheritance which it would be a miserable bargain for us to sell for a fortune of millions on condition of being disentangled from the civilized life of the race.

The poorest man in this neighborhood is immensely rich, so far as attaining the great objects of life is concerned, especially if he has a family, compared with what his poverty would be if he could own a hundred square miles of original nature, and must live on it alone with his family, cut off from all privileges of society, and with the wealth of civilized influence forever canceled from his brain and breast.

Thus we see that the substance of the past lives on and is vitally present with us now. All that is visible of a nation dies, but its soul survives; the truth it discovered and illustrated is preserved; its essence passes into civilization, improves society, and becomes the common property of after times.

HADLEY'S LANGUAGE SERIES. R. H. English & Co., Pittsburgh, Pa.

These books have worked a revolution in the methods of teaching our language. They bear the test of the school room, and give life and interest to a study usually considered dry. Practice is combined with theory. The pupil is trained to the right use of capitals and pauses, to speak and write correctly, to compose letters,

etc., etc. These books are remarkably teachable. We commend them as a valuable contribution to the educational work. Osgood's readers and spellers, by the same house, constitute one of the purest and best series ever published.

WHY WE TRADE AND HOW WE TRADE. By David A. Wells. "The Silver Question; The Dollar of the Fathers vs. The Dollar of the Sons." By David A. Wells. And "The Tariff Question, and its Relations to the Present Commercial Crisis." By Horace White. Published by G. P. Putnam's Sons. 25c each.

Three timely pamphlets on topics that are of interest to all. Hard money and free trade are ably presented, and the hard money meant is gold. The Putnams are doing the country good service by publishing economic monographs in a handy form, and we hope will meet with much success.

BROOK'S UNION ARITHMETIC: Sower, Potts, & Co., Philadelphia.

Prof. Brooks yields to the logic of events. No man has more ably opposed the union of mental and written arithmetic, yet we have here probably the best union yet produced. Every page of this grand work shows the hand of a master. We congratulate the author and the publishers on the production of a work so nearly perfect.

EDUCATIONAL WEEKLIES.—The "New England Journal of Education," Boston; the "New York School Journal," and the "Educational Weekly," Chicago, are all superior journals, and are doing noble service. We commend them to all friends of popular education. For \$3 we will send for one year, our journal and any one of the weeklies.

CONTENTS of the "American Naturalist," December, 1877. Vol. XI., No. 12: "The Chinese Loess Puzzle"—J. D. Whitney.

The Colors of Animals and Plants—Alfred Russell Wallace.

The Seven Towns of Mogui—E. A. Barber.

Hunting Amblychila—F. H. Snow. Remarks concerning Two Divisions of Indians inhabiting Arizona, New Mexico, Utah, and California—Edward Palmer.

Notes on the Breeding-habits of the Golden-Winged Woodpecker—D. A. Lyle. Recent Literature. General Notes. Proceedings of Societies. Scientific News.

I have great faith in good books. If the first aim of a public school system is to make men better workers, the second is to make them better thinkers; and for this purpose the young mind must be brought into correspondence with the thoughts of the great men who lived in former days, and of those who are still living. Very little of the arithmetic which children learn at school can be made available in after life. The puzzles of the "Mental," which they solve with so much patience, and execute with so much dexterity, are fortunately strangers to the desk of the commercial clerk. Their feats of analysis and parsing are never to be repeated among the contests of actual life. Nine-tenths of what they have learned as geography, will pass away as the morning cloud and the early dew.

But a taste for good reading, once acquired, will last for life; will be

available every day and almost every hour, and will grow by what it feeds on; will so occupy the time of the young, as to rob temptation of half its power, by stealing more than half its opportunities; will give a keener zest to every pure enjoyment; will be a refuge and a solace in adversity; will spread from man to man, and from family to family, and finally will not perish with the individual; but descend from the fathers unto the children to the third and fourth generations.—M. A. Newell, Editorial Address.

CASSELL, PETTER & GALPIN of New York, will publish early in February a "Dictionary of English Literature," being a comprehensive guide to English authors and their works. By W. Davenport Adams. The following may be mentioned as among the special features of this work. All prominent writers are included with (where possible) date of birth, titles of leading works and date of their production. Notices of standard biography and criticism, titles of the chief poems, essays, plays and novels. Important works of philosophy, science, the belles lettres. Noms de plume of literary men and women are given and explained. Familiar quotations, phrases and proverbs are given. Characters in poetry and fiction are indexed.

GOOD ADVICE.—James T. Fields says in "Underbrush," "If I were a boy again I would practice perseverance oftener, and never give a thing up because it was hard or inconvenient to do it. If we want light, we must conquer darkness. When I think of mathematics I blush at the recollection of how often I 'caved in' years ago. There is no trait more valuable than a determination to persevere when the right thing is to be accomplished. We are all inclined to give up too easily in trying or unpleasant situations, and the point I would establish with myself, if the choice were again within my grasp, would be never to relinquish my hold of a possible success if mortal strength or brains in my case were adequate to the occasion."

FREE BODY MOVEMENTS.—A committee has been appointed by the gymnastic societies of St. Louis to submit to the teachers of our public schools a "plan of light gymnastics," called free body movements. The object is to recommend the introduction of these systematic movement exercises into our public schools. We are informed that many of the teachers strongly favor these hygienic measures. There can be no doubt that these exercises will have a healthful effect upon both teachers and pupils, especially upon those of the latter who belong to the higher classes, as their only exercise during their stay in the building is that of walking from one room to another, and this not often repeated.

The salaries of the Philadelphia teachers have been reduced ten per cent. This makes a saving of \$126,874 on the yearly estimate.

THE St. Louis Evening Post, in addition to its able, leading and independent editorials, devotes a large amount of space to critical and judicious notices of "new books," an interesting and essential feature of an evening journal.

It also gives once or twice a week the names of the latest publications received at the Mercantile Library and the Public School Library. Its dramatic and musical notices are also first class.

In fact, so far, everything about the paper has been and is first class. Its type, paper, press-work and general make up, as well as its ability in all departments, are a credit to journalism in St. Louis and the West.

THE NEW YORK OBSERVER.—One cent a day pays for this old, reliable, standard orthodox paper. Those who have taken it regularly for fifty years or more, value it more than ever. Those who have just commenced taking it, feel as though they could not do without it—and if ten would take it where it is taken by one now, every good interest in the country would be largely subserved, and we should all be the stronger and better.

We like to commend an enterprise which has so long and so ably held on its way, and which has rejoiced and comforted so many in the changing vicissitudes of life.

For sample copies free, address *New York Observer*, 37 Park Row, N. Y.

The story about *Webster's Unabridged Dictionary*, and how to get it, and at the same time secure a copy of *The Christian Union* with this invaluable work, is all told on page 16.

Mr. Horatio C. Kling, the publisher, promises to send *Webster's Unabridged* and the *Christian Union* three years to one subscriber or one year to three subscribers for twelve dollars, the price of the Dictionary alone. A very liberal offer for a very valuable consideration.

SCHOOL AND SOCIAL DRAMA. By T. S. Denison, DeKalb, Ill. These plays are just the thing for teachers and others desiring to give entertainments. They are interesting and amusing, while the language and sentiment are unobjectionable. They are of different lengths, to suit the wants of all. See advertisement in our columns.

P. GARRETT & Co. send a "special notice" to every patron of this journal in regard to their 100 Choice Selections, No. 14. This "special offer" expires March 1. No time to lose. Read the terms carefully, and get a copy "gratis."

There are 1,772 pupils in the colored schools of Mobile, and these schools are said to be in excellent condition and very serviceable.

One of the most remarkable features of co-education is the fact that in the ordinary American high school, boys from fourteen to eighteen are partly taught by educated and refined women. As one consequence of this fact, corporal punishment in American high schools has become a thing of the past.

Send 15 cents if you wish to see sample copies of this journal.

IOWA.

Official Department.

BY C. W. VON COELN, STATE SUPT.
Editors Journal:

Sundry Rulings.

1. If the boundary between two independent districts is the line of the civil townships, it cannot be changed. The districts may unite and form one, under the provisions of section 1811.
2. A teacher's certificate should bear no other date than that on which the examination took place.
3. In independent districts in which the population has been 500 or over, and has fallen below 500, the directors now elected hold office, but at the next annual meeting no one is to be chosen unless vacancies reduce the board to a less number than three. At the second annual election, one director is to be elected for three years; at the third, one for three years, and one for two years.
4. In the event of a tie vote in the election of a school director, secretary or treasurer, or in case of a failure to qualify, the person incumbent holds over for the full term for which his successor was to be elected. He should be given a time by the board within which to qualify anew.
5. A teacher's certificate is valid for any school in the county. There is no provision of law by which the revocation of a certificate may be made to apply only to a particular school.
6. The board, for what seem to them good reasons, may order a short vacation. But they cannot shorten the term included by the contract, without consent of both parties.
7. To determine the date from which the thirty days within which appeal may be taken commences, the filing of a copy of a plat of the district with the county auditor and treasurer, as required by section 1796, shall be deemed the completion of the change of boundaries by the board.
8. The force and effect of an act does not terminate with a change of officers; but remains and continues until repealed, or in some manner abrogated by those having authority to do so. See Thompson v. Linn, 35 Iowa, 365.

DES MOINES, IOWA, 1878.

MISSOURI.

Official Department.

[Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.]

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

Teachers' Certificates.—The school law empowers school-boards to employ teachers by written contract, for the length of terms the schools are to be taught, provided such teachers hold certificates of qualification from the County Commissioner or State Superintendent, and "then in force," (that is, at the time the engagement begins). The law imposes no other restrictions, and hence the contract is binding, even though the certificate expires and the teacher does not renew it:—unless the contract specifically stipulates that the teacher shall renew, on expiration.

The foregoing is a re-publication of a decision rendered long since. But my recent advice to directors and boards of education to make such stipulation a

condition of the contract, seems to have been understood, by some, as a reversal of that opinion. This is a strange misapprehension;—for if the opinion be not correct there would be no necessity for the advice (or "instruction").

Making Fires, etc.—A teacher who contracts simply to teach a school for a given number of months, for a given sum, is under no obligation to cut or carry in the fuel, sweep the school-house or make the fires. It is as much the duty of the school board to have these things done (by the teacher and pupils if they volunteer to do them, or by paying for them, otherwise) as it is to furnish a broom or a stove. The board has no power to compel, by rule, either teacher or pupils to do these things. But, there will never be any trouble over this question except where there is outside meddlesomeness and internal contrariness.

Attendance on Institutes.—Except in Jasper county, teachers cannot be required to attend institutes.

When they do attend, they are entitled to no compensation, or special favors from the Commissioner.

They will not be credited on the time of their contract by the time consumed, unless by special agreement with their school boards to this effect.

I respectfully request commissioners and teachers to furnish me information of institutes held in their respective counties.

R. D. S.

THE *St. Louis Evening Post* contains a large amount of editorial matter, strong, and at the same time brilliant—the latest telegraph news from all parts of the world, up to the latest moment before going to press, the market reports for the day after operations on 'Change, a full resume of all important movements which occur twelve hours after the morning papers are sent off, and no poison in the shape of scandals.

A New Industry.

Mr. R. B. Gans, who resides near Columbia, Mo., has made an Equatorial Achromatic Telescope of 6 inches aperture, possessing wonderful magnifying and defining power. He also made his own machinery for grinding the glass, and has so arranged it as to secure a circular, elliptical or cycloidal motion. The construction and finish of the tube show great mechanical genius, to say nothing of the still more wonderful skill displayed in the grinding of the glass. Mr. Gans has by long and careful study and experiment thoroughly informed himself in the art of making telescopes, and has declared his intention, to make an achromatic telescope 18 inches in aperture, and we doubt not his success. Mr. Gans invited the senior class of the University out to examine his instrument, and they were fortunate enough to observe an occultation of Venus. Mr. Gans takes great pleasure in answering any questions relating to telescopes and astronomy in general, and we predict for him a constant demand for his instruments.

THE three highest officers of the government are temperance men. Neither President Hayes nor Speaker Randall gave New-year's callers any liquor, and Vice President Wheeler would have followed the same rule had he entertained.

The Vandalia Line East.

No man connected with the railroad interests of St. Louis is more popular or efficient, or more careful and conservative than Mr. Charles E. Follett, the Gen. Pass. Agt. of the "Vandalia Line." He is really the representative of the "Pennsylvania Railroad" in St. Louis, and as cars run through direct to New York, from the Union Depot in this city, twice a day without change via this route, the following circular, containing the re-organization of the "Vandalia Line" under the "new deal" just inaugurated, is of special interest to the traveling public:

"Vandalia Line, Terre Haute & Indianapolis R. R. Co. Lessee: St. L., Vandalia & Terre Haute R. R. Co. President's Office, Terre Haute, Jan. 31, 1878. Special Notice—The contract entered into on Nov. 1, 1875, between this company and the I. & St. L. R.R. Co., under which said roads have been operated by one management, having been, by mutual consent, abrogated, each company hereafter operating its own road, independent of the other, under its own separate and distinct management. The organization of this company will be as follows: Maj. John E. Simpson, General Manager, office at St. Louis; Mr. Joshua Staples, Chief Engineer, in charge of construction, permanent way, bridges and buildings, office at Indianapolis; Mr. Chas. E. Follett, Gen. Pass. Agt., office at St. Louis; Mr. H. W. Hibbard, Gen. Freight Agt., office at St. Louis."

Important Information.

The following joint circular is of interest to the traveling public, both East and West:

"Vandalia Line, I. & St. L. R. R., Passenger Department, St. Louis, Jan. 25, 1878. Special Notice as to Interchangeable Tickets. The attention of connecting lines is called to the fact that on April 1, 1877, a joint circular was issued by the Vandalia Line and the I. & St. L. R. R., over our signatures, to the effect that tickets issued by connecting lines over either of the above two roads were to be made good and to be accepted for passage over the other under certain conditions and restrictions therein specified; in other words, to be made interchangeable as between said roads. The compact under which said roads have been operated by one management having been by mutual consent abrogated, the purpose of this circular is to give you notice (and through you to all agents selling tickets under your direction), that the interchangeable privileges referred to will be withdrawn on and after Sunday, Feb. 3, 1878. On and after that date express trains will be run by both the lines over their respective roads in direct connection with leading lines East and West. And passengers will be transported, and tickets will be honored exclusively by that line over which their tickets read. C. C. Cobb, Gen. Pass. Agt., I. & St. L. R. R. C. E. Follett, Gen. Pass. Agt., Vandalia Line."

A New Deal.

Mr. C. C. Cobb, the Gen. Pass. Agt. of the Indianapolis & St. Louis R. R. has just opened an office in the new building, corner of Third and Chestnut, opposite Merchants' Exchange. We learn the freight department will occupy the first floor suite, fronting Chestnut street, and the passenger department the floor immediately above.

Mr. Cobb, it will be remembered, don't believe in any "Capé Horn

Route" to New York, and as his is "The Bee Line," he will claim and ought to have a share of the travel East. He will always be glad to give specific information, and so will his ticket agents, as to the "best route" to Cleveland, Buffalo, and New York.

The separation of the "Vandalia Line" and the I. & St. L., which have been for some time past operated under one management, was entirely amicable and pleasant, and with the revival of business both lines will give every possible facility to their friends and patrons.

BIBLES! BIBLES!—See in another part of this paper an offer of high-priced Bibles at low rates. The offer is genuine, and all orders and letters will have prompt attention. We suggest a bible is a handsome present.

ALL nervous, exhausting, and painful diseases, speedily yield to the curative influences of Pulvermacher's Electric Belts and Bands. They are safe, simple, and effective, and can be easily applied by the patient himself. Book, with full particulars, mailed free. Address Pulvermacher Galvanic Co., Cincinnati, Ohio. x8 eomly

GOOD ADVICE.

HERE are some practical suggestions worth heeding:

Without rewards a school is dead. Issue weekly or monthly reports. Be punctual to the moment in opening and closing school—in beginning and ending recitations. Get a good, ringing bell on your school house. Keep the premises clean and in order. Don't be afraid of fresh air. Your pupils will copy you in everything, unless indeed they see that you are not worth copying. Then be dignified in demeanor, gentle in address, neat in your person, upright as well in attitude as in character. Be firm; be true; be diligent; study every lesson; you can't teach a class in even the first book without previous study. Suppress lying and discourage the sneak. When your pupils do well, give them some substantial evidence of their well doing by merits, checks, certificates or reward cards.

The American Journal of Education.

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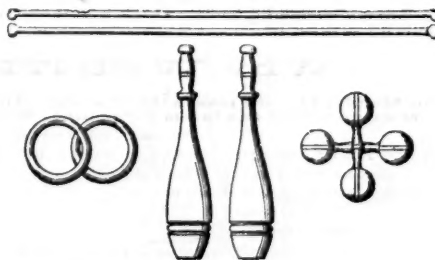
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Philadelphia, Pa., Feb. 19, 1874.—"We think we sell from 3 to 5 copies of Worcester to every 100 of Webster."—J. B. Lippincott & Co.
 Baltimore, Md., Feb. 4, 1874.—"Our relative sales of Webster's and Worcester's Quarto Dictionaries is about 25 to 1 in favor of Webster; in regard to School Dictionaries, 20 to 1."—J. W. Bond & Co.
 Chicago, Ill., Feb. 5, 1874.—"We sell thousands of Webster annually, and perhaps a few dozen of Worcester."—Jansen, McClurg & Co.
 Cincinnati, O., Feb. 13, 1874.—"We sold last year 10,000 copies of Webster's Small Dictionaries and 500 Unabridged. In the same time we sold 4 Worcester's quarto, and 20 smaller."—Wilson, Hinkle & Co.
 Cleveland, O., Feb. 16, 1874.—"In 1873, 200 Webster's Quarto to 1 of Worcester's Quarto. Of school dictionaries, 500 Webster to 10 of Worcester."—Ingham, Clark & Co.
 Indianapolis, Ind., Feb. 15, 1874.—"Our sales of Webster's Quarto Dictionary are about in proportion of 150 copies to 1 of Worcester."—J. B. Lippincott & Co.
 Detroit, Mich., Feb. 6, 1874.—"We sell none but Webster."—Richmond & Backus.
 Pittsburgh, Pa., Feb. 17, 1874.—"Have never had a copy of Worcester in the store since last edition of Webster was issued. No call for it."—J. L. Read and Son.
 Louisville, Ky., Jan. 23, 1874.—"Should say our sales are at least 50 of Webster to 1 of Worcester."—Sherrill, Son & Co.
 Richmond, Va., Jan. 23, 1874.—"Not more than 2 Worcester in 1873. Many more Webster; probably 300 Primary to 1 Worcester's Primary."—Starke & Ryland.
 Boston, Mass., Feb. 14, 1874.—"Fifty to 1 in favor of Webster, both Unabridged and School editions."—Knight, Adams & Co.
 New York, Feb. 14, 1874.—"About 10 to 1 in favor of Webster."—Mason, Baker & Pratt.
 St. Louis, Mo., Jan. 23, 1874.—"Our sales of dictionaries during the past year have been in proportion of 1,000 Webster to 12 of Worcester."—R. & T. A. Ennis.

Nashville, Tenn., Jan., 1874.—"Our sales of Webster's 4to are 4 or 5 to 1 of Worcester's. Of the smaller dictionaries we sell 100 to 1 probably."—Hunter & Warren.
 Charleston, S. C., Feb. 14, 1874.—"I sell 12 Webster's to 1 of any other dictionary."—Samuel Fogartie.
 Savannah, Ga., Jan. 26, 1874.—"The sales of Webster's School Dictionaries as compared with Worcester's are 20 to 1. Probably sell 3 of Webster's Unabridged to 1 of Worcester."—John M. Cooper & Co.
 Macon, Ga., Feb. 2, 1874.—"Have sold during the past year not more than 5 Worcester's Unabridged, and perhaps 20 Worcester's School Dictionaries—of Webster's Unabridged nearly 60, and over 1,000 School Dictionaries."—J. W. Burke & Co.
 Montgomery, Ala., Jan. 24, 1874.—"I sell 10 of Webster's Unabridged to 1 of Worcester's. Of the School editions I sell 60 to 1 in favor of Webster."—Joel White.
 Mobile, Ala., Feb. 16, 1874.—"I sell 100 Webster's School Dictionaries to 1 of Worcester's. Of the Unabridged 30 Webster to 1 Worcester."—T. S. Bldgood.

Milwaukee, Wis., Feb. 16, 1874.—"Have sold in 1873, 105 Webster's Unabridged. Have in the same length of time sold but 1 Worcester's Unabridged."—West & Co.
 Worcester, Mass., Feb. 18, 1874.—"It is understated when we say we sell 100 Webster to 1 Worcester Unabridged."—Grout & Putnam.
 Portland, Me., Feb. 16, 1874.—"Probably 20 Webster's 4to to 1 Worcester; four or five times as many; Webster's School edition as Worcester's."—Bailey & Noyes.
 Troy, N. Y., Feb. 16, 1874.—"About 20 to 1 in favor of Webster."—Young & Blake.
 Buffalo, N. Y., Feb. 14, 1874.—"120 Webster, not one of Worcester."—H. H. Otis.
 Rochester, N. Y.—"Have sold 1 Worcester's large dictionary in 1873, and nearly 300 Webster."—Steele & Avery.
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